

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: October 26 – 30, 2015

WEEK: 12

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	SSEF 3 SSEF 4 SSEF 5 SSEMI 1	<p>Do Now: Pick up Practice question set or last quiz</p> <p>Opening/Tie-in: Today we will finalize identifying your areas of weakness for the test tomorrow. These things are what you should focus on tonight when you study.</p> <p>Work Session: 1. Answer designated questions from Practice Test # 2 Ind 2. Review answers, identify why/how mistakes were made WG (Some classes may do both Q set and quiz, some only the quiz)</p> <p>Closing: I will be available after school today to help clarify any questions you may still have (Power Block: Read Bernie Sanders's Plan to Fix College is Worse than Nothing and check vocabulary)</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Practice Test Set EF 4 & 5 Quiz Power Block article	<p>Formative: Teacher Observation Q&A</p> <p>Summative:</p>
TUES	SSEF 3 SSEF 4 SSEF 5 SSEMI 1	<p>Do Now: 5 minute quick study for Test 2-1</p> <p>Opening/Tie-In: Restate testing rules, etc</p> <p>Work Session: 1. Complete Test 2-1 Ind 2. Work on makeup work or continue with vocabulary Ind</p> <p>Closing: What do you think you make on the test? (Power Block: Read column one of the article and list the author's arguments)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Power Block article Test 2-1	<p>Formative: Teacher Observation Q&A</p> <p>Summative: Test 2-1</p>
WED	SSEF 5 The student will describe the roles of government in a market economy	<p>Do Now: Pick up CISM article</p> <p>Opening/Tie-In: Show video "The Magic Washing Machine" and introduce this CISM</p> <p>Work Session: 1. Teacher read article to students and clarify/verify vocabulary WG 2. Student mark-up article with either Before or After and Good or Bad Ind</p> <p>Closing: If you have not completed your mark-up, finish it tonight. (Power Block: Read column two of the article and list the author's arguments)</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Power Block article CISM material Ted Video Smartboard	<p>Formative: Teacher Observation Q&A</p> <p>Summative:</p>
THUR	SSEF 5 The student will describe the roles of government in a market economy	<p>Do Now: Pickup CISM directed note taking sheet</p> <p>Opening/Tie-In: Discuss current view of article and provide guiding question</p> <p>Work Session: 1. Student write 3 "I wonder" questions Ind 2. Complete Directed Note Taking Ind</p> <p>Closing: If you have not completed your directed note taking, finish it tonight (Power Block: Read column three and four of the article and list the author's arguments)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Power Block article CISM material	<p>Formative: Teacher Observation Q&A</p> <p>Summative:</p>
FRI	SSEF 5 The student will describe the roles of government in a market economy	<p>Do Now: Pick up RAFT for final product</p> <p>Opening/Tie-In: Reclarify final product question to be answered and the follow up</p> <p>Work Session: 1. Complete RAFT – answer the guiding question and follow up Ind 2. Turn in complete CISM package Ind</p> <p>Closing: Do you think this information creates a conflict in your mind regarding the contentions of the global warming/change crowd? (Power Block: Based on the arguments gathered, is the author correct and why)</p>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Power Block article CISM material	<p>Formative: Teacher Observation Q&A Power Block paragraph(s)</p> <p>Summative: CISM Package (article marked up, I Wonder Qs, Detailed Note Taking sheet, RAFT sheet)</p>